Truancy in San Bernardino: What is it and how should we respond

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TRUANCY IN SAN BERNARDINO:
WHAT IS IT AND HOW SHOULD WE RESPOND

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Susan Elizabeth Kennedy
June 2013
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ABSTRACT

The focus of this study was to gain an understanding of truancy. Familial factors are frequently blamed for attendance issues, but research shows that the reasons for truancy are oftentimes more complex. The study was conducted using the constructivist paradigm, and key stakeholders were interviewed to discuss their experience with truancy. A joint construction was developed to build an understanding of truancy as it happens in this county. The findings of the research emerged from repeated themes; links were established in the data collected. The key findings included the consensus of the participants that educating parents/guardians, school staff, and truancy program administrators is essential to effect change in attendance rates. The study’s findings will influence social work practice by providing guidance to create effective truancy programs in San Bernardino. The paradigm engaged in this project sought to transfer the development of the topic to the people involved. The availability of the researcher was reduced and participants were encouraged to continue the dialogue.
ACKNOWLEDGEMENTS

I wish to acknowledge Dr. Teresa Morris, my research advisor, for breaking the monopoly on research methodology and her guidance and encouragement through every stage of this process. And thank you to Dr. Thomas Davis for your innovative teaching methods and Dr. Ray Liles for your wisdom and expertise. Finally, thank you to the participants and study site of this project who gave their time selflessly.
DEDICATION

I dedicate this work to those who have encouraged me, trusted me and believed in me. Thank you God, for never letting go, through the calm and through the storm. To my boys, C.J. and Caleb Hill, I love being your mom and I'm so proud of the men you have become. I love you something fierce and to the moon and back. To Ame and ChristinA--thank you for all you have given me. And to my cohort --- an amazing, brilliant group of women, go social work your world.
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CHAPTER ONE:

ASSESSMENT

Introduction

Chapter one discusses the research focus, defines the constructivist paradigm that was engaged to conduct the project and the rationale for choosing this paradigm. Chapter one includes a literature review and a discussion of the theoretical orientation that was used in this project. Lastly, this chapter explores the potential contribution of this project to social work practice.

Research Focus and/or Question

The focus of this research project was truancy in the schools of San Bernardino County. Familial factors are often blamed for students not attending school, however, the literature review revealed that the reasons behind truancy are oftentimes more complex. Many factors play a role in attendance issues including but not limited to, lack of parental support, fear of bullying, or even lack of appropriate clothing.

What are the views, opinions and shared understanding of those who play a key role in the
problems surrounding truancy? The intention of this project was to gain an understanding of stakeholders' construction of truancy as it occurs within the county.

Paradigm and Rationale for Chosen Paradigm

This project utilized a constructivist paradigm as this approach assumes that we can understand an issue by collecting data on the constructions of those involved in that issue. The constructivist world view according to Morris (2012):

...proposes that knowledge about the human condition is a set of shared understandings, or constructions...the most valid way to understand and carry out research about people is to collect, analyze and report data on subjective knowledge of social phenomena. (p 2)

This world view affords the researcher, gatekeepers, and study participants the opportunity to work together toward a shared understanding of the topic.

A constructivist perspective is an effective method to understand the complexity of truancy. Data was collected from stakeholders within the district and from those agencies within the county of San Bernardino who
have a key role in the issues surrounding truancy. This method of research allowed for a subjective understanding of the issue of truancy and any constructions that emerged in the interviewing process were able to be explored by using this approach. This approach developed shared understandings of the topic and action to be taken as a result of the dialectic circle.

Literature Review

It is difficult to determine the scope of school attendance concerns on a national level due to the divergent compulsory education statutes among the states. For example, in Seattle, if a student is absent without an excuse for seven days in one calendar month, the district is required to take action (Seattle Public School Truancy office). In Chicago, a student is considered a “chronic truant” when he or she misses at least ten percent of the previous one-hundred eighty days of school (Chicago Public Schools Policy Manual). And according to the California Department of Education Code (E.C.) 48260, a student is considered truant after three full days of unexcused absences. Truancy is defined as the absenteeism of students from a designated school site.
on a designated school day (California Department of Education, para.1). Chronic absenteeism is defined by the California Board of Education as any student missing more than ten percent of school days for any reason.

The problem of compiling national data is compounded by the fact that "...currently state agencies are not required to submit data to the US Department of Education" (National Center for School Engagement). Collectively, these factors make it nearly impossible to determine the scope of truancy issues on a national level.

The California Department of Education reports 29.76% truancy rate for the state’s public schools for the school year 2010-2011, which is the most current data available. The truancy rate includes students who are absent for ten percent or more of the school days in one school year. But the truancy rate also includes students "...absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof..." (California Department of Education, para.2). Using California’s Department of Education’s definition
of truancy, the County of San Bernardino reports a rate of 33.64% for the same time period (California Department of Education, para.11). And recent studies show that nearly ten percent of kindergarteners and first graders are chronically absent (Chang & Romero 2008).

**Impact of Chronic Absenteeism**

Chronic absenteeism and truancy have long been recognized as a significant problem with long-term consequences. According to a study by Chang & Romero (2008) attendance appears to influence later academic performance, and also affects how federal and state education monies are allocated throughout a school district.

According to a study by Sandius and Farneth (2008), chronic absence adversely impacts student performance, regardless of socio-economic status. In a longitudinal study in 2008, Chang & Romero demonstrated the lasting effects of missing school by analyzing test scores of fifth graders that had a history of absenteeism in kindergarten. Testing showed that those fifth graders scored the lowest overall in both reading and math. Moreover, chronically absent children in kindergarten and
first grade show the lowest levels of reading achievement (Chang & Romero 2008).

Sandius and Farneth (2008) also found that chronic absences are a valid predictor of eventual disengagement and subsequent drop-out from school. Correspondingly, habitual truancy can be an indicator of later behavior issues such as higher rate of depression and having more children at a younger age than students with good attendance records (Hibbet, Fogelman & Manor, 1990).

Hibbet et al. 1990 also found a strong relationship between school attendance and future wealth. In an extensive longitudinal study, all individuals born in the third week of March in 1943 were surveyed; information was gathered on their school attendance, income, job stability and a number of other factors. After controlling for family size, social background and education level, differences were found between those that experienced attendance issues in school and those who had regular school attendance. The conclusion of the authors is that truancy is a predictor of future employment and relative wealth.

Another impact of truancy is the amount of money a school site or district is allocated. Average daily
attendance rates are usually the determining factor in distributing funds to a school district and ultimately a school site (California Department of Education 2011). Therefore schools with chronic absenteeism have fewer resources than a comparable school which leads to slower-paced teaching methods and lower achievement scores are the result (California School Attendance Review Board 2011). Absenteeism in our schools has multiple and varied consequences that impact the individual’s, family’s and community’s future.

**Truancy Interventions**

Truancy interventions vary by state, county and district. Most states have a review board similar to California Department of Education’s School Attendance Review Board (SARB). And many counties within California have truancy prevention programs.

According to the California Department of Education’s School Attendance Review Board (SARB), prevention of truancy is the least expensive option and reaches the most number of students; early identification of chronic truants costs more and reaches fewer students than does prevention. And by the time an intervention is
necessary, more money will be spent and fewer students will have been reached (California School Attendance review Board 2011). Prevention then, according to the California’s SARB, is the most effective in terms of dollars spent and students reached (2011).

Prevention programs vary between districts within California but usually include assessment, home visits, individual and family counseling, community resource referrals and mentoring. Programs generally stress collaboration between schools and juvenile probation officers (School Attendance Review Board 2011). Several programs in the state include a parent and/or guardian education component; parents are instructed on their rights and responsibilities in regards to their child’s education as well as the importance of consistent attendance (School Attendance Review Board 2011). Compulsory school attendance laws need to be clearly communicated as students and their families who have emigrated from another country may not be aware of differences in statutes.

The use of solution-focused counseling and behavior contracts have a positive impact on truancy reduction (Enea 2009). Behavior contracts were the most effective
method of gaining a student’s cooperation and investment in a reduction program according to a study in 2009 by Enea and Dafinoiu. Motivational interviewing, “expressing empathy and supporting self-efficacy” (Enea 2009) also have a positive influence on a student’s decision to attend school.

A strengths-based perspective used to empower students and their families is another effective intervention (Doll & Hess 2001). With this perspective, school personnel assist students to uncover, maximize and utilize his or her internal and external resources.

The California Education status offence code 601. (a)(b) states that any minor who “persistently or habitually refuses to obey the reasonable and proper orders” of legal guardian and has four or more truancies in a school year, can be made a ward of the court during school hours. The intent of this law is not to remove children from their homes but that the minor be under the direction and supervision of an authority of the court during normal school hours; the minor would then be compelled to attend and remain in school.

School districts have literature available for reference as a truancy program for their schools is
developed. The state’s School Attendance Review Board has created a handbook that “provides best practice guidelines for meeting the special needs of students with persistent school attendance...problems” (American Bar Association Model Truancy Prevention Programs 2010). The handbook addresses the need for multiple measures to monitor attendance as well as behavior issues in order to determine the most appropriate intervention.

Although interventions and prevention programs are varied, programs that work in concert with parents with an encouraging rather than punitive approach have been shown to be the most effective. And as the contributing factors for truancy are fluid, multi-modal programs are invaluable to successful reduction.

**Identifying Contributing Factors**

Factors that contribute to truancy are diverse and fluid; patterns of absences may provide clues as to the underlying dynamics. Health issues, living situation, conflict or abuse may all play a role in a student’s attendance issues.

Attention should be paid to patterns of absences which may aid in identifying the issues contributing to the truancy. Absences on exam days or certain classes may
indicate a learning disorder or anxiety issue, while missing the beginning or end of a school day may signal a bullying or peer conflict issue (Chang & Romero 2010). Other mental health issues, learning disabilities or abuse may also be a factor in a student’s chronic absenteeism. Early identification of attendance and other issues should be included in school personnel training on a continuing basis.

Characteristics of Schools

While it has been argued that early absenteeism is due to parental discretion, some studies have shown a strong correlation between elementary chronic absenteeism and later truancy problems (Robins and Ratcliff 1980; Galloway 1985 as quoted in Chang & Romero 2010).

Absence in later school years has often been blamed on familial and social variables (Wilkins 2008), but recent research has examined the relationship between chronic absenteeism and the characteristics of schools. Research on truancy is typically centered on the legal interventions available and programs that districts put in place to increase attendance. However, Wilkins (2008) proposes a "reconceptualization of truancy as a symptom
of deficient schools rather than deficient students” (p. 14).

In Wilkin’s study, high school students participated in a school avoidance program that examined reasons for truancy. The themes that emerged included academic environment, relationships with educators, discipline style, and the climate of the school. The study explored why the students were willing to attend an alternative school yet experienced challenges attending their regularly assigned school. The results of the study showed the importance of the interpersonal dynamics between students and educators, and fair-minded, non-punitive discipline style.

While familial and social variables often play a role in truancy concerns, educators have a responsibility to look at the environment and characteristics of their respective schools. It has been well documented that regular school attendance leads to academic success and research shows that chronically absent students have lower test scores and are more likely to experience disengagement. Although the underlying dynamics of truancy—mental and/or physical health issues, less-than-ideal living situations, learning disorders or peer
conflict issues—the ramifications of chronic absenteeism are the same: lower levels of achievement, higher level of disengagement and subsequent dropout rate, and fewer resources allocated. This study examined chronic absenteeism in San Bernardino and the perspectives of those directly involved in the issue of truancy in our schools.

Theoretical Orientation

The theoretical orientation that was used to understand the topic was Abraham Maslow’s hierarchy of needs theory introduced in his paper of 1943 titled “A Theory of Human Motivation”. Maslow’s theory posits that human beings are motivated to fulfill a set of basic needs before progressing to more advanced needs. Maslow’s hierarchy of needs is commonly presented in a pyramid with the most fundamental needs on the bottom. These are the needs that are essential for survival: air, water, sleep, and food. Once those needs are met, one can begin to satisfy the next level of needs that include security and safety. When safety and security have been satisfied, the third level on Maslow’s hierarchy includes belongingness and love. Successful peer and family
relationships satisfy the need to belong. The fourth level in the pyramid involves esteem needs: self-esteem, achievement, status, responsibility, and reputation. Self-actualization, personal growth and fulfillment make up the highest level on Maslow's hierarchy of needs.

Maslow's theory of motivation states that until each level of needs has been satisfactorily met, a human being cannot move to the next level of needs. If needs are unmet, "other needs may be pushed into the background..." (Maslow 1943).

When applying Maslow's theory to school attendance, if a student's needs from the lowest level of the pyramid have not been met, motivation to satisfy any other needs will be absent. Thus if a student does not have a proper place to sleep at night, or if hunger is not substantially satisfied, there is no motivation to progress to the next level. Accordingly if a student does not feel safe in his/her home or school environment, movement towards the third level in the hierarchy is not possible. Relationships, including peer and social such as teacher and pupil, cannot be established if safety and security needs remain unmet.
A student’s positive relationship with teachers, counselors and administrators, friends, and classmates contribute to the satisfaction of the third level of needs in the hierarchy. Again, if these needs are not met, the student will be unmotivated to move to the next level. A main contributor in a student’s self-esteem and sense of achievement can come from school performance. If a student is not motivated to perform in school, it is likely that he or she will not be motivated to attend on a regular basis.

The highest level on Maslow’s hierarchy is self-actualization which can be defined as achieving one’s potential. Students who are not in school on a regular basis will not be able to achieve their potential if they are unable to meet their lower level needs. Accordingly, students living in an unsafe environment, who do not have positive, supportive relationships with peers and teachers will be unable to succeed at reaching their potential and working towards self-actualization. Maslow’s theory of motivation and the accompanying hierarchy of needs pyramid demonstrate the need for developing a subjective construct of truancy.
Contribution of Study to Micro and/or Macro Social Work Practice

This research project contributed to the micro as well as macro aspect of social work by providing participants the opportunity to explore different ways of looking at school attendance and truancy issues.

Micro Practice

This research project built an understanding of truancy as it relates to schools in San Bernardino County. The construction created promotes social workers’ understanding of incidents of truancy and facilitated dialogue with students who are stuck in the pattern of skipping school. Additionally, this research project began the process of assisting students to meet their basic needs in order to progress in the hierarchy of needs in anticipation of working towards self-actualization. Social workers in schools are in a better position to explore an individual’s attendance issues and begin the process of empowering students and families to make positive change.

Macro Practice

This research project generated dialogue regarding truancy. The dialogue assisted administrators in
understanding why truancy occurs and what measures will aid in decreasing truancy rates. As the project progressed, alternative constructions provided new criteria for the possible implementation of programs within the school district. The emerging knowledge was used to open and continue dialogue within the hermeneutic circle.

Summary

Chapter one explained the focus of the research topic and the paradigm and rationale for choosing the constructivist approach to conduct this research project. Included in this chapter was a literature review discussing current perspectives on truancy. Lastly, chapter one explored the contribution this project made to the study of both micro and macro social work practice.
CHAPTER TWO:

ENGAGEMENT

Introduction

Chapter two describes the engagement strategies at each stage of this research project and the self-preparation the researcher undertook in planning for the project. This chapter includes a discussion of diversity, ethical, and political issues that emerged and finally, this chapter describes the role that technology played in successful completion of the project.

Engagement Strategies for Gatekeepers at Research Site

The study site for this research project was the San Bernardino Public Defender’s Office. The office the study was conducted out of is located in the city of San Bernardino. The Public Defender’s office is charged with providing legal counsel and defense services for those who cannot afford to employ private counsel.

The gatekeeper is a social worker who directs truancy programs and trains interns how to work cases. The gatekeeper was engaged through the internship program at California State University, San Bernardino. The
researcher engaged the supervising social worker while interning at the research site. The possibility of conducting a research project was proposed in August of 2012. A research proposal was submitted to the San Bernardino Public Defender’s office in October of the same year and a letter of approval to proceed was issued.

Self-Preparation

In order to prepare for this project, research on issues that may occur was necessary. Those concerns included apathy, resistance or reluctance to examine the current truancy policy and programs.

Apathy, as defined by Miriam-Webster, is an apparent lack of emotion, interest or concern. Potential participants may display apathy towards the subject of truancy; each was asked to make a commitment to the process of partnering to build a joint construction.

Awareness of issues that may come up because of the current program in place at the site included resistance to a different construction of truancy. Those who were involved in the current program did not welcome what might have been seen as criticism; this issue was handled with great care with thoughtfully worded questions. Each
interviewee was reminded that this project was about partnering with others to arrive at a shared understanding.

As the constructivist paradigm utilizes personal interviews, the interviewer remained mindful of possible impact on interviewees by remaining respectful of all potential constructions and by developing reciprocal relationships based on respect and sensitivity.

Diversity Issues

Issues of diversity in this study were anticipated, and cultural competency was essential for fruitful interviews. Some of the interviewees were of a different ethnicity, and gender, and had different levels of education and experience from interviewer. Two of the participants hold doctoral degrees, two have over twenty years of experience with habitual truants, and three have over fifteen years of experience in the field of social work. Five of the participants were Latino, two African American, two Caucasian, six female, and three male. The circle of participants was diverse in several aspects.

In order to address these issues, dress and manner appropriate to each interview setting were maintained in
each interview. Research questions were prepared in such a way as to minimize differences between interviewees and interviewer, including initial questions that were engaging and utilizing micro practice interviewing skills during each interview. Differences between participants and researcher were viewed as beneficial; interviewees had the opportunity to articulate their views of truancy to an outsider.

Ethical Issues

Ethical issues when using the constructivist paradigm included accuracy when reporting a participant’s construct and approaching all participants openly and honestly about the purpose of research. Each participant was asked to sign an informed consent before each interview. Each participant was made aware of the risk involved when sharing their personal construction of the topic. Participants were made aware of the fact that while remaining confidential was possible, it was not guaranteed. Because the goal of the paradigm is to “connect participants” (Erlandson et al., 1993), openly discussing issues and constructs was imperative for the legitimacy and validity of the project. Additionally,
each participant was reminded of his or her right to withdraw from the research at any time without penalty (National Association of Social Workers Code of Ethics).

The constructivist paradigm requires participants to make certain commitments to the project. Each participant agreed to "work from a position of integrity" (Morris 2012) and was willing to view their perspective as no more or less important than any other participant’s (Morris 2012). They also agreed to rethink their perspective if another participant’s construct of truancy opposed their own. Finally, each participant committed to the time and effort required for this paradigm.

Political Issues

The gatekeepers to the research site and the stakeholders discussed the process that a research project using a constructivist paradigm entails. The administrator of the truancy program currently in place may have had an interest in the study producing favorable findings, but before the research began, all participants agreed to the process by committing to collaborate on a joint construction of the topic. A partnership was developed with the participants and all details of
Involvement were negotiated before the research project began (Morris 2012).

An atmosphere of partnership was established by fully disclosing the research process and through follow-up with interviewees. Questions to be asked in interviews were reviewed by the gatekeeper to better establish this atmosphere. The constructivist approach required each participant’s construct to be viewed equally by all involved, no matter the position a participant holds at his or her agency. The Social Worker’s Code of Ethics was adhered to at every juncture of the project. This research project was undertaken in the spirit of service to others while respecting the dignity and worth of all those involved.

The Role of Technology in Engagement

The telephone was used to set up initial meetings to discuss the possibility of conducting a constructivist research project. After initial contact was established, person-to-person contact was emphasized. The computer was utilized to set up meetings with the participants and email was used as a method of communication between participants and researcher. A voice recorder was
utilized during discussions, and a computer was used to transcribe exchanges. Social networking technology was used for the feed-back loop and for final approval of the joint construction.

Summary

Chapter two discussed engagement strategies for each stage of the research and the self-preparation that was necessary before contacting participants. This chapter also discussed diversity concerns, and political and ethical issues that arose. The role of technology in engagement was also examined.
CHAPTER THREE:
IMPLEMENTATION

Introduction

Chapter three discusses the research site and how the study participants were selected. The gathering of data and the different phases of data collection are also discussed. Chapter three examines the process of recording data and the subsequent analysis of data collected.

Research Site

The study site for this research project was the San Bernardino Public Defender’s Office. The Public Defender appoints Deputy Public Defenders, who are licensed attorneys, to provide services to clients. This office also employs investigators and social workers to serve clients. The research project was conducted in the Juvenile Division of the office. This division is involved in projects benefitting juveniles that are funded by numerous sources including the District Attorney’s office of San Bernardino. At-risk youth are served by ventures intended to reduce truancy and make
attending school a priority with students and their families.

One of the programs aimed at reducing truancy is funded by the District Attorney’s office of San Bernardino. The project takes place at a middle school. School administration identifies likely participants from attendance records. A meeting with the vice-principal and parents/guardians of potential participants is held to introduce parents to the program. If the parties agree to participate, an informed consent is signed and the student is eligible to take part.

Once a student is enrolled in the program, a social work intern is assigned to the case. The intern meets with the student at the school site and with the parents/guardians at the residence to discuss attendance issues and any other issues the student may have. The intern’s role is to uncover, maximize and utilize all internal and external resources with the goal being regular school attendance. To that end, the intern may look into resolving childcare, transportation, housing or nutrition issues.

The intern will continue to meet with the student on a regular basis throughout the school year and the
student is encouraged to utilize the intern’s resources
to address issues that contribute to his or her truancy.

The Office of the Public Defender is involved in
another truancy reduction program aimed at youth in
elementary, middle and high schools who have been
involved in the School Attendance Review Board process.
The program is similar to the first project in that an
intern is assigned to a student’s case and is then
responsible for uncovering resources to combat the
individual’s truancy issues.
Study Participants

Figure 1. Hermeneutic Circle
Selection of Participants

The participants were selected using maximum variation sampling strategy. Maximum variation seeks to include a wide range of experiences with a research topic. This type of purposive sampling identifies common patterns that cut across variations, and "identifies the diversity of experiences with a social phenomenon...as well as any important shared patterns" (Patton 1990).

The selection of the study's participants was made with assistance from the research site administrators. This study was proposed while the researcher was interning at the site. The administrator of the city's truancy reduction program referred researcher to other potential participants such as the truancy program developer. As subsequent interviews were completed, a group, or circle of participants was formed. This circle of interviewees became a hermeneutic dialectic circle.

At the conclusion of each interview, the researcher asked the participant to refer another participant who may have a different perspective of truancy in the school district. This sampling strategy, maximum variation, was augmented with snowball sampling, which according to Patton (1990) is "a way of understanding and utilizing
the networks between key people in relation to the study focus”.

Data Gathering

In order to gather date for this research project, interviews were conducted with each member of the circle. According to Erlandson et al. (1993), the research interview is divided into four phases: preparation for the interview, beginning the interview, maintaining productivity during the interview, and closing the interview. Each phase was important to the quality of the interview and supported the researcher’s goal of obtaining a valid account of the interviewees’ construction of truancy.

Interview Preparation

The constructivist method of gathering data is different than other types of research; in this method the researcher was the “data gathering instrument” (Morris 2006). Therefore, it was crucial for the interviewer to prepare by practicing and honing micro-practice interviewing skills. The researcher also allocated time in each participant’s setting to gain an understanding of their perspective and acquire knowledge
of the terminology used in dealing with truancy. For example, the researcher spent time at a high school, middle school and elementary school to gain an understanding of the research topic in the interviewee's environment. Additionally, time was spent in a sheriff department's and police department's truancy office to increase knowledge of the participant's experience with truancy.

Although the researcher entered each interview without an agenda, a few general questions were asked to engage the participant. Accordingly, preparation for the interview included the development of questions to be asked before the formal interview began to create a comfortable atmosphere such as:

--- What is your educational background?
--- What is your occupation?
--- How long have you been involved in this field?

As rapport was established, the questions were more focused and encompassed experience, opinion, feeling, sensory and knowledge questions (Morris 2006). These questions included:

--- How would you define truancy?
--- What is your experience in working with truancy issues?
--In your opinion, what causes truancy?
--What would you like to see happen in regards to truancy?
--What do you hear when people talk about truancy?
--How might your agency become involved in truancy?
--What, if any, are possible barriers to involvement?
--What can be done to improve school attendance?

Beginning the Interview

As the interview began, the participant was reminded of the research topic and the methodology of the project; the details of the signed informed consent were summarized. The process of data gathering and the method of compilation of constructs were reviewed with the participant. Micro practice interviewing skills such as minimal encouraging, check-out and reflecting were utilized to establish and continue rapport.

Maintaining Productivity During Interview

The questions enabled each participant to construct his or her paradigm of the research focus. If an interviewee digressed from the research focus, the researcher encouraged further examination by the use of reflecting or paraphrasing.
Closing the Interview

The interviewer began termination with a summary of the interview. The participant was given the opportunity to clarify any points made during the discussion. Participants were then asked to identify a potential participant that may have a differing construction of truancy. The participant’s contribution to the research project was acknowledged at termination as well as with a written thank you.

Phases of Data Collection

The first phase of data collection was the individual interviews. A diverse range of participants were selected to take part in the project. Each participant was interviewed individually; after informed consent, interviews were recorded and transcribed by the researcher. Initial contact with potential participants was made in person or telephonically. Appointments with each participant were made for the initial interview. The interviews took place at the stakeholder’s place of employment or other setting conducive to gathering data.

One of the interviews was with the program developer for the county truancy reduction program. During the
closing phase of this interview he/she identified other parties that should be interviewed. Each of these participants then passed along names of possible interviewees. At the end of these interviews, each participant was asked to name a potential participant who may have a differing construction of the topic of truancy. This sampling strategy allowed for a diverse circle of participants.

The second phase of data collecting was sharing the construction with other participants. After the initial discussion, the construction of the previous interview was shared with the participant. Micro practice skills were employed as the project took shape and participants shared their perceptions. As each participant’s construction of truancy was completed, recurring themes or perspectives were identified in developing a joint construction. As data became redundant, the circle was complete. A focus developed; this data evolved into the joint construction.

Data Recording

Two research journals were maintained as the project continued. One journal included notes from the project’s
beginning assessment to the final report. The journal included notes on the development of the research focus and what the researcher planned to explore. Entries in this journal included each stage of the project. The second journal was used to record the narratives and observations from each interview. The units identified from the interview narratives and the joint construction was recorded in this second journal.

Before dialogue began, each participant was asked to read and sign an informed consent. Limits of confidentiality were explained and any questions regarding limitations were answered. Each interview was recorded using a portable digital recording device. Notes were taken in a journal; both were later transcribed as soon as possible after the interview was complete. After each interview, the notes and data were transcribed and coded as soon as possible after the interview ended. The analysis was then sent to the participant for review. Each participant was given the opportunity to review and make any changes to the construction.
Data Analysis Procedures

Open coding was used to analyze the data collected from the interviews. The interview transcripts were broken down into units of information which then were placed into categories. The categories were organized into common categories of concepts. The first stage of data analysis included microanalysis.

Units of information from each interview were identified. Each unit consists of words or phrases that were relevant to understanding that participant’s ideas about truancy. The next step was to group the units into categories. As categories evolved, links between categories were developed. The preliminary categories led to a construction that was emailed to each participant. The members of the hermeneutic dialectic circle provided feedback as to the accuracy of the construction. The construction was developed further from the feedback, and a final construction emerged.

Summary

Chapter three described the research site and the study participants. It also described the process of selecting the study participants. This chapter examined
the data gathering, the phases of data collection and data recording. Finally, chapter three discussed the data analysis procedures.
CHAPTER FOUR:
EVALUATION

Introduction

Chapter four discusses the individual constructions that come directly from the interviews conducted with the study participants. Chapter four also discusses the final joint construction that developed. Furthermore, the implications of the findings for micro and macro practice are explored in chapter four.

Individual Constructions

Participant #1

Participant #1 is a social worker who works in a division of the county of San Bernardino that works with juveniles. She is the administrator of a truancy reduction program within the county that is aimed at elementary, middle, and high school students.

The first theme that emerged from this interview was that oftentimes issues within the family can result in attendance concerns. The interviewee stated that the main reason for truancy is:

Because of family issues. Elementary age kids have to rely on their parents to get them up
and ready for school and then to get them there. In the high school, I think that it directly relates to the fact that although parents have put a foundation down...the parent forgets they still have to parent. (Participant 1, personal communication, January 2013).

The second theme that emerged from this interview was that the schools in the area take several steps to address the issue of truancy. The schools "work with the parents, they provide letters, they provide phone contact...so they are notifying parents even when they're missing one class period." But it doesn't seem as if parents take those measures seriously. The problem is not addressed:

until they receive a letter from a law enforcement agency stating your child is a habitual truant". And often times they don't even take that seriously until they see dollars and cents. 'We will be fining you a hundred dollars a day' or whatever it is, that's when they take it seriously. (Participant 1, personal communication, January 2013).
Participant #1 pointed out that another barrier to regular school attendance is transportation. Walking distance parameters have gotten progressively wider over the last few years so that “even if a student is on the border of say, 2.5 miles away from school”, bussing is not offered from the school district. So a parent or sibling has to be available to walk or drive the student to school every day.

Participant #1’s construction included the idea that family issues are often a barrier to regular school attendance and although schools keep in contact with parents/guardians, notifications are not taken seriously. Participant #1 also discussed longer walking boundaries as a barrier to regular attendance.

Participant #2

Participant #2 is a social worker who works at the school site level in San Bernardino County. Her responsibilities include tracking high school student’s attendance and making referrals to the truancy reduction program in place at the school site.

Participant #2 posits that where there is a truancy issue:
There's more going on in the family than truancy. Sometimes there are kids that don't really want to go to school, they have no motivation, they don't think it's important. But more likely than not it is because there's something else going on at home.” It has been this social worker's experience that frequently there is substance abuse or physical abuse occurring in the home that affects a student's attendance. (Participant 2, personal communication, January 2013).

Although the participant acknowledged that there are varied reasons for truancy, "it's usually something going on with the parent". And it could be:

Something as simple as the mom's pregnant and too tired to walk the kids to school. Or mom's going out at night; she's not waking up in the morning. Parents are going through a divorce, so it almost becomes like the kids are second priority to what's going on between the parents. (Participant 2, personal communication, January 2013).
Another theme that emerged from this interview was the problem of bullying. “A lot of kids are missing school because of bullying. Because they’re afraid. The schools can only do so much. At the high school level, we get a lot of kids saying that they’re just gonna stop going.” The interviewee described speaking to a student who was being bullied, “These kids actually break down sometimes. She [my client] stopped going to school for two months.” Participant #2 is passionate about the need to address bullying in schools and the short- and long-term consequences to the student, the bully and their respective families.

Participant #2’s construction posits that truancy is only a symptom of other problems. It has been this participant’s experience that bullying and issues in the family system are barriers to regular attendance.

Participant #3

Participant #3 is a vice-principal at a middle school in San Bernardino County. The responsibilities of this job include monitoring attendance rates and reporting patterns of attendance to the district.

Participant #3 expressed concern that although he believes the primary impediment to improving school
attendance is "the parents", the conversation tends to be "what is the school doing about this, what is the school doing about that. ...when we were kids, no one pointed at the school, we pointed at the parents. It’s not pointed at the parents anymore" (Participant 3, personal communication, January 2013). This participant perceives the schools as fulfilling their responsibilities, "We have so much in place; we have school accountability teams, school accountability review boards,...we have lots of different avenues that we try" to improve attendance rates. "When a student has poor attendance, we pull the parents in, we pull the students in, we explore what those [issues] are. We monitor to see if there’s improvement, we’re involved."

As a parent himself, participant #3 appreciates the parental/guardian commitment necessary for a student to be successful. "Parents have the ultimate control of what goes on", and although it may be a "challenge to get them to and from school, in a timely manner", it is a responsibility that must be addressed in order to ensure a student’s successful future.

Participant #3 believes that schools are doing everything possible to combat truancy. Ultimately it is
the parent/guardian's responsibility to ensure students attend school on a regular basis.

**Participant #4**

Participant #4 is a vice-principal at a high school in San Bernardino County. The position of participant #4 requires monitoring attendance and making referrals to the truancy reduction program on campus.

Participant #4 has worked with attendance issues for a number of years and sees the biggest barrier to regular attendance as a combination of factors. One of the themes to emerge from the interview was the "socio-economic status" of kids [at his school].

When you consider the socio-economic status of my kids, what's the baggage they're bringing to school every day? You know, hungry, homeless...many kids being brought up by their grandparents, single parent working at night. All of this stuff combined creates an attendance issue. (Participant 4, personal communication, February 2013).

The interviewee recognized that when a student does not have his/her basic needs met on a regular basis, school attendance drops to the bottom of the list of priorities.
Another theme to emerge from the interview of participant #4 is the correlation between truancy, dropping out altogether, and the possibility of a future in prison. "The number one reason for kids dropping out of high school is...unaddressed attendance issues. 85% of the prison inmates in California are high school dropouts." He went on to say that "The California prison system looks at third grade attendance rates to determine how many beds they need for the future." This interviewee always relays this information to the parents/guardians of students who are having attendance issues, "You know, parents are kind wide-eyed at that". Scare tactics may have a place in solving attendance issues with high school students at this school.

Participant #4 sees that socio-economic factors affect a student's attendance habits. Furthermore, ignorance of the correlation between regular school attendance and future success is also a barrier to regular attendance.

Participant #5

Participant #5 is an employee of a school district within San Bernardino County and works with a truancy reduction program. Her responsibilities include
interviewing students and families regarding attendance issues and making referrals to appropriate agencies.

The main theme of this interview was the idea that drug addiction is the barrier to regular school attendance. It has been this participant's experience that when a student has a history of truancy, there is something happening in the home that is causing a disruption, "Meth is the biggest problem in this area. [There are] so many stories of students and their parents on meth, but truancy is just a symptom" (Participant 5, personal communication, February 2013). Participant #5 also stated that "it [truancy] happens because of lack of engagement." Research supports the assertion that many students do not attend school regularly because of disengagement.

Participant #5 posits that until substance abuse issues in the family are addressed, the truancy problem will continue. Additionally, student disengagement from school is viewed as another issue that needs to be addressed in order to combat truancy.

Participant #6

Participant #6 is an employee of a school district within San Bernardino County and also works in a truancy
reduction program. The participant is passionate about finding resolution to the problem of truancy.

Participant #6 feels it is not always:

Just the student not wanting to go to school, it’s the whole family dynamic. We need to sit back and say, ‘What’s happening? Is dad not working? Is dad in jail? Is grandma raising the kids?’ We really need to find out what the main reason is. (Participant 6, personal communication, March 2013).

Participant #6 sees middle school and high school students struggling with regular attendance because the parent keeps them home to take care of their younger siblings while they go to work. “I think single parents aren’t able to get them to school and I think we need to help, right away.”

A second theme that surfaced is that parents need to be held accountable for their student’s attendance. The district, in conjunction with city police and school police departments, conducts truancy sweeps at least twice a year. When a student is picked up in a sweep, the student receives a ticket and the parent/guardian is
notified and must retrieve their student from the police station. Before the student is released:

We show them [the parent/guardian] the attendance, we show them [the parent/guardian] the amount of [class] credits they have, we let them know, next time, you as the parent, you're gonna receive the ticket because your student's not going to school. (Participant 6, personal communication, March 2013).

Participant #6 views the truancy sweeps as an effective means of holding parents/guardians accountable for their student's attendance.

A third theme that emerged from this interview was that many parents/guardians are not aware of the compulsory education laws in California.

You don't turn on the TV and hear 'truancy is against the law, make sure your kid goes to school...or you could get a ticket.' They just don't know because in a lot of parts of the world, it's a privilege to go to school. (Participant 6, personal communication, March 2013).
Diverse cultures hold differing views on education; in some cultures only children of the upper-middle class attend school beyond fifteen years old. Participant #6 stated, “In Mexico, if you finish school it’s because you come from money.” In our interview, the idea of airing public service announcements was explored. The interviewee suggested announcements in telenovelas, Spanish language soap operas, in order to educate the county’s Spanish-speaking population about California’s compulsory education laws.

Participant #6’s construction includes looking at truancy holistically from the family dynamic to utilizing students as babysitters. Furthermore, parents need to be held accountable for understanding and adhering to state compulsory education laws.

Participant #7

Participant #7 is a social worker who works in the county of San Bernardino in a juvenile detention center. The center houses juveniles who, among other issues, have school attendance challenges.

When the interviewer asked what the participant believed to be the biggest barrier to one hundred percent school attendance, the response was:
Poverty. When you look at poverty you're gonna get both ends, you're gonna get the parents who didn't go to high school and they push their kids to be better, and then you get the parents who didn't go to high school either but they say 'Look at me, I made it'. (Participant 7, personal communication, March 2013).

The second theme that emerged from this interview was that many students in the county struggle with transportation to school. The walking distance zone to schools has gotten progressively wider as school district budgets decrease. Participant #7 stated, "I remember a time when everybody rode the freakin' school busses, you lined up and off you went. Now you have to live in Timbuktu to get a school bus to pick you up." Participant #7 has had numerous conversations with parents/ guardians regarding the issue of getting students to and from school and finds transportation to be a factor in truancy.

Participant #7 believes that poverty is the main factor in preventing students from attending school regularly. This construction included the idea that disadvantaged families struggle with reliable
transportation, without which, students may not be able to get to school.

Participants #8 and #9

Participants #8 and #9 are probation officers who work at a juvenile facility in the county of San Bernardino. Both participants speak daily with youth who have had attendance issues.

The main theme that emerged from this joint interview was that the "lack of parental responsibility is the cause of truancy" (Participant 8, personal communication, March 2013). Both interviewees agreed that leadership is lacking in the homes of youth today. Participant #9 stated, "A lot of times there aren't dads in the house. I usually only deal with moms, cuz it's moms who take care of things" (Participant 9, personal communication, March 2013). The students that the interviewees work with in their facility usually come from single-parent homes; "Mom is taking care of the family and dad is incarcerated" Participant 8, personal communication, March 2013). It has been the experience of participants #8 and #9 that if the "parent can't stop the kid from ditching school, there's other problems, there's gotta be other problems."
The secondary theme that emerged in this interview from both interviewees was that “truancy is the gateway” and truancy “progresses into worse crimes”. When asked if truancy was a symptom, Participant #8 stated, “Of course. It’s never just not going to school. I think maybe if parents were happier, the kids would be happier. I think if anything, we need to work with the family unit” (Participant #8, personal communication, March 2013). The main theme of this interview boiled down to, “I think it all revolves around the family.”

Participant #8 and #9’s construction includes the idea that truancy happens due to a lack of parental responsibility. These participants also view truancy as a gateway to other crimes.

The participants interviewed included school and county social workers, administrators from a middle school and a high school, probation officers and program administrators. Their individual constructions posit that unresolved issues in the family system, student disengagement, socio-economic problems, and bullying are factors in the incidents of truancy. Furthermore, substance abuse, lack of parental accountability, and
transportation issues are barriers to regular school attendance.

Joint Construction

The individual constructions of each participant were analyzed and a joint construction was built with the circle's input. After categories and themes were developed from the individual constructs, a joint construction was developed and distributed to all participants via email.

The hermeneutic dialectic circle developed a joint construction and the final construction that evolved included three major themes. The themes the circle agreed on were that the inaction of parents, environmental factors, and ignorance of consequences of chronic absenteeism all play a role in truancy.

An area that the participants disagreed on was effective methods of enforcement. Some believe if truancy were made a more serious crime, attendance rates would increase. One participant posits that media coverage of compulsory attendance laws would increase attendance rates. One believes that until drug use and addiction of parents/guardians is addressed, truancy will continue.
Another is confident the schools are doing everything that can be done to combat truancy.

Failure to Act

The first theme to emerge from the joint construction was the belief that failure to act on the part of the parent/guardian makes a difference in a student's school attendance habits. One participant described a common situation, "I've made phone calls, home visits, sent letters--no response. Oh, but send a letter telling them they're gonna get cited and fined, then they'll pay attention" (Participant 3, January 2013). The participant went on to explain that by the time a parent/guardian receive a letter threatening fines, the student has missed numerous days of school. The parent/guardian must take action as soon as the problem of truancy has been identified in the first phone call. And the school site and family must work together as a team to effect change.

Environmental Factors

The second theme was the effect of environmental factors on a student's attendance rate. Participants suggested that environmental factors play a significant role in a student's attendance habits. Parental
involvement in the process of getting a student up and ready to go to school as well as inadequate transportation affect a student’s truancy rate. Many families are headed by a single parent; oftentimes this means that the parent is working at the time a student needs to leave the house to arrive at school on time. One participant stated:

So many times when a student is absent, it’s because they were late getting up, late getting ready, so they just don’t come at all. And the parent is at work and doesn’t even know they’re not going to school that day. (Participant 4, February 2013).

Inadequate transportation was the secondary environmental factor that emerged from the individual constructs. As district budgets decrease, the walking distance to school has increased. In years past, students who lived outside one mile from school could rely on a school bus for transportation to and from school. Budget constraints have widened the radius for school bus pickup to two and one-half to three miles in some areas. One participant described a client’s dilemma:
She has one [student] in kinder [garten] and two in upper grades. They live just outside the border of the walking zone to school. Two and a half miles from school. So the mom walks her kids to school in the morning, goes back to pick up her kid in kinder at lunchtime, goes back to pick up the other ones at 2:30 or whatever. So she walks—let’s see—10 miles every day to get her kids to school. Would you do that? Every day? There are gonna be some days her kids just don’t go to school. Would you let your kids—third and fourth grader—walk home alone? Nope, that family is going to have truancy issues, no doubt about it. (Participant 1, January 2013).

Ignorance of Consequences

The third theme that emerged from the interviews was a lack of understanding on the part of the parent/guardian of the long-term ramifications on the student’s future if habitual truancy is permitted to continue. It has been the experience of the participants that many parents don’t see the harm in keeping a student home from school for reasons other than illness. “There are
sometimes the parents that keep students home, the older ones home to take care of the little ones. That happens a lot," stated one interviewee (Participant 7, personal communication, March 2013). The interviewees agreed that parents/guardians need to be made aware of the strong relationship between school attendance and future employment and relative wealth.

The major themes that emerged from the interviews were integrated into this joint construction. The members agreed that inaction of parents/guardians, environmental factors and ignorance of the long-term consequences of truancy ensured the credibility of this final construction.

Membership Checking Meeting

The next step was to invite all the participants to a membership checking meeting. This meeting is designed to allow interviewees the opportunity to review the first draft of the joint construction that has evolved from the completed interviews.

The participants would have been introduced to one another and asked to review, confirm and finalize the joint construction. One of the purposes of this meeting
was to address any issues that may arise during the interviewing phase. The participants would be asked about areas of agreement and disagreement, or any concerns they may have with continuing the research project. The group would then review the joint construction and address any areas of concern. Any issues that arose would be prioritized and action plans identified.

Due to the divergent schedules of the participants, an in-person membership checking meeting was impossible to coordinate. Accordingly, correspondence that outlined the joint construction and requested comments or reactions was sent via email to all the participants.

The participants that responded agreed to the accuracy of the joint construction as outlined. The feedback included thoughts on how best to address the research topic. The participants agreed that education of parents/guardians, school site staff, and truancy reduction program administrators was the first step to take in order to effect change in the way truancy is viewed. They agreed that creating curriculum for parents/guardians to learn about the long-term ramifications of poor attendance would generate change in attendance rates.
Participants also agreed that parents/guardians need to be empowered to make change and the current culture of fear should be replaced with an atmosphere of partnership. A strengths-based perspective as opposed to a punitive program will give parents/guardians the opportunity to participate more fully in their student’s attendance habits while empowering families to take action to affect change.

Furthermore, the participants understood the concept of utilizing Maslow’s hierarchy of needs in assessing how a student’s environment affects regular school attendance (Maslow 1943). As student’s and families’ basic needs such as security and safety are met, truancy reduction programs can begin to address other environmental factors that may be contributing to irregular school attendance.

Although an in-person membership checking meeting did not occur, the participants agreed to maintain communication amongst themselves. The members of the hermeneutic dialectic circle will continue to dialogue on the issue of truancy and are committed to working to effect change.
Implications of Findings for Macro Practice

This study’s findings will influence macro social work by providing an action plan and guidance. The action plan the participants agreed on include an educational component for social workers, program administrators, and parents/guardians on how to effect change in truancy reduction programs in order to more effectively combat truancy.

Social workers who work with students experiencing attendance issues must have an understanding of Maslow’s hierarchy of needs. With that understanding, social workers can refer families to services in order to get basic needs met. Only after those basic needs have been met can a social worker effectively assist students and families in changing attendance habits. Truancy program administrators will use the findings of this study to develop less punitive, more strengths-based programs to combat truancy.

The study participants agreed that education of parents/guardians was also necessary to gain an understanding of the short- and long-term ramifications of truancy. To that end, social workers who work with truants must develop psycho-educational curriculum to be
presented to parents/guardians of students experiencing attendance challenges.

Summary

Chapter four discussed the individual constructions of truancy of the project’s participants and the joint construction that was built from the participant’s perspectives on the research focus. The major themes that emerged were explored and the membership checking process was described. Chapter four also explored the implications of finding for macro practice.
CHAPTER FIVE:
TERMINATION AND FOLLOW UP

Introduction

Chapter five discusses how the study was terminated and how the findings of the project were communicated to the study site and participants. This chapter also explores the ongoing relationship with the study participants and the dissemination plan.

Termination of Study

After the research findings had been communicated to the participants, the circle was encouraged to continue the dialogue on truancy. As the final joint construction was distributed via email, each participant was reminded that the responsibility for continuing the dialogue was no longer the researcher’s. The discussion of truancy had been facilitated and was now the responsibility of the participants themselves. The approach engaged in this research project sought to transfer the development of the topic to the people involved as it is the purpose of this paradigm to facilitate a process of dialogue that is then continued by the participants. As the constructivist approach to research encourages participants to continue
the process and take ownership of the project and its goals, the process of termination included encouraging the continuation of dialogue among the stakeholders, reducing the availability of the researcher, and referring participants to other resources.

Communicating Findings to Study Site and Study Participants

The participants of the study received a copy of the final joint construction via email, and an invitation to follow a link to an on-line site for a presentation of the findings. The presentation included the final construction's areas of agreement and disagreement as well as ideas for an action plan.

A poster was designed to highlight the major themes and was displayed at the study site. Active commitment to continue the dialogue on truancy was encouraged by a final email correspondence that thanked the participants for their contributions.

Dissemination Plan

A strategy to disseminate the findings to the community was planned and included participating in poster day at California State University, San
Bernardino. Permission to include the findings in two newsletters was obtained.

On Poster Day, students display their projects in poster format along with all graduating students in an effort to allow the study to be made public. The findings of this research project and the final joint construction of truancy were presented to the gatekeepers of the truancy reduction programs described in the study site section as well as a presentation to the funding agency.

The researcher obtained permission to publish the findings in the agency newsletter and the monthly newsletter that is distributed from one of the target schools involved in a truancy programs. The articles in the newsletters presented the major themes of truancy and a discussion of the action recommended by the study participants.

A request was made and approved to be included on the agenda of the Office of the Public Defender’s monthly meeting and the truancy reduction program’s quarterly evaluation meeting. The presentation at these meetings included a handout with the final joint construction, a poster outlining the major themes and a discussion of the action recommended by the participants.
Summary

Chapter five discussed the termination phase of the study and how the findings were communicated to both the study site and the participants. The presentation to the study site and the gatekeeper and was also discussed. A plan to disseminate the findings is included in this chapter.
APPENDIX A:

INFORMED CONSENT
INFORMED CONSENT

I volunteer to participate in a research project conducted by Susan Kennedy from California State University San Bernardino.
I understand that the project is designed to gather information about truancy in San Bernardino. I will be one of approximately 10 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one involved in the project will be told.

2. I understand that most interviewees will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by a researcher from California State University San Bernardino. The interview will last approximately 30-45 minutes. Notes will be written during the interview. The interview will be audio taped and dialogue will be transcribed. Recordings will be destroyed once interviews have been fully transcribed.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview and that while remaining confidential is possible it cannot be guaranteed. Because the goal of the paradigm is to connect participants, openly discussing issues and constructs is imperative for the legitimacy and validity of the project.

5. I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) for California State University, San Bernardino.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

My Signature ___________________________ Date ____________

My Printed Name _________________________ Signature of the Researcher ___________________
APPENDIX B:

DEBRIEFING STATEMENT
DE-BRIEFING

Thank you for participating in the research project concerning truancy. The research project aims to build a shared understanding of truancy in San Bernardino.

If you know of any friends or acquaintances that are eligible to participate in this project, we request that you not discuss it with them until after they have had the opportunity to participate.

The completed project will be available at the Pfau Library on the campus of California State University San Bernardino. If you have further questions, please contact: Dr. Teresa Morris at (909) 537-5561 or tmorris@csusb.edu

Again, thank you for your participation in this study. We greatly appreciate your cooperation.

Further reading


REFERENCES


